

**VYGOTSKY´S THEORY AND ANGELA´S FOURTH GRADE**

**MARÍA SÁNCHEZ LERENA**

**JORGE VELARDE HERRERA**

**JAVIER INCLÁN MARTÍ**

Our group has observed the video of one teacher of the school called Angela. This teaching professional based her strategy on different resources and systematized tools for her daily lessons. She divided the classroom in parts like the desks area, the meting area (more comfortable), the walls and the library and in each area she goes through different dynamics.

In first place she explains about the authentic student work that children develop by making the class a personal, comfortable place. With chairs, sofas, carpets, pillows, maps, books and personal posters and labors, that can be hung on the walls and shared with others. Surely, these makes the children feel like they build their places and as a metaphor, more implication, because at the same time they see they construct their knowledge with his own words and stile.

By making the class personal they are taking commitment with the information posted on the walls, with the partners and with the group. The approach of resources, the peers and the teacher’s support make a knowledge gap between the previous knowledge of children and their final knowledge, creating what Vygotsky calls a Zone of Proximal Development.

Second she talk that one of the main resources in her lessons are the books of the library. Once can observe that they have a complete and organized library where we can find 2500 books and registered with a system called intellygescanner, through it they can organize books by author, level, title and genre. This is organized like a public library with a printed list in alphabetical order as well as stickers on each book to place them easily in their right place. This library gives children a wider knowledge, which includes the general and specific ones, through the vocabulary, the stories, specialized texts… helping to know the human culture in which the children born, using reading as the main tool. As Vygotsky’s says language is the main cultural and interactional social tool; we can use books as the main vehicle of human thought constructor and exchanger, getting the children in an autonomous and group way to the Zone of Proximal Development

Thirdly they have boards to see what they have learned, what they are going to learn and mark the future goals as a dare. This instructional bulletin board makes information more attractive and easily to memorize because of being touchable, visual and the most important build for them. We have seen two different boards, one destined for vocabulary divided in comprehension, accuracy, fluency and expanding vocabulary, and another board for reading strategies called “decoding board”. In the last one appears recommended some stratetegies like create mental images and make connections to our life, the world around us and to think in books we have encountered...

Fourthly Angela talks about the meeting area, this is a very important mediator; this place is used due to do some shared activities just like class meetings, mini lessons, conferences, reading lessons…

This place has to be comfortable with an inviting floor (carpets, pillows…). It is intended to be more used than the usual desks.

This place is used in order to share and build through language, culture, interact socially and finally to be formed as citizens, people and professionals/ students.

By means of public language we will supply the kids to build their thoughts.

With the meeting area a group Zone of Proximal Development is possible, supervised and mediated by the teacher, so Vygotsky´s ZPD is also present here.

This kind of mediator contributes to the linguistic, kinestesic and social competences.

And finally we found the ITC´s; they can be good helpers in our classes and can be included on the teacher´s daily routine, most part of fun came from the use of the ITC´s. We can access the wide knowledge of the Net from the class, record experiments and practices and conferences with other countries are also possible.

The ITC´s are some kind of mediators that increase the classroom horizons and makes less limited language and the culture where the children grow and develop, being enriched with other cultures, e.g. Through conferences with children around the world and the huge amount of data that The Internet brings to us, helping to file information in different ways and at the same time right away, developing the technological skills, so Vygotsky´s social constructivism.

A wider amount of vocabulary and culture means a wider mental and intellectual development, as it increases the linguistic skill so this means that the ITC´s help students to develop thought and language.

Through the ITC´s children get closer to a wider knowledge and record of the world, as some examples: recorded science experiments, conferences with other countries around the world…

The ITC´s can contribute to the social, linguistic and technological competences, nowadays to manage the ITC´s is very important in our lives, they help us to find information, communicate with many people, exchange opinions…